**Lesson Title:** Sea Floor Spreading

**Time needed:** 1hr.

**Notes and reflection from demonstration (key points):**

(in PLC)

Both teachers noted that the lesson content is very complex, and changes would need to be made to make the lesson appeal to a younger group. The students have a very limited knowledge of magnetism and polarity. The magnet activity may confuse the students and detract from the big picture of sea floor spreading.

Both teachers added that the rift paper activity was an excellent way for students to visualize events under the sea.

**Do any materials need to be prepared for this lesson?**

Crayons

2 sheets of paper per group

Tape for each group

Video clips on sea floor spreading

Compasses and magnets

**Reflection**

**What was your favorite part of the lesson?**

The teachers enjoyed helping students understand that the sea floor isn’t flat like a desert. The pictures of the ocean floor helped to illustrate this point.

**What worked well for the students?**

The rift activity really excited the students. Coloring the pages and seeing the reflection as they moved away from each other helped them to see the matching evidence and to determine the age of the “crust”. The clips from Discovery Education brought it to life.

**Why is this important?**

The rift activity was novel and drew students in. The sea floor has continued to spread over millions of years and will continue to spread. Students need to see tangible evidence from a long period of time.

**What will you do in the future to improve the chance of this happening again?**

Both indicated that they will keep the lesson as revised, with the videos added in and the compass activity left out.

**Other comments or suggestions?**

The lesson had to be adjusted to a 4th grade level by simplifying the activities. After coloring the rift activity, students numbered the corresponding colors to further demonstrate the age of the crust and the matches. This lesson fit well with the inquiry standards.